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ABSTRACT

This unit, one in a set of elementary teacher-developed materials for geography, is on land use in cities. It contains follow-up activities to the "Cities at Work" filmstrips, which are part of the "Our Working World" program published by Science Research Associates (SRA). The filmstrips deal with resource allocation and zoning problems in cities. The unit provides teachers with objectives, strategies, and further activities for the SRA program. For example, following the viewing of a filmstrip, students are asked to develop models and draw maps to illustrate land use, based on information given in the filmstrip. Some exemplary land use maps are included in the unit. See SO 009 140 for a general description and explanation of the elementary and secondary sets comprising this series. (ND)

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INSTRUCTIONAL ACTIVITIES SERIES IA/E-8

THE CITY AND GOVERNMENT: THE ART OF MAKING CHOICES

by

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Governmental organizations must allocate resources authoritatively. Often they must cope with conflicting interests. The filmstrip "The City and Government" deals with such a problem - a zoning commission which must decide whether a vacant lot is to be used as a neighborhood playground or for an apartment building. Students will role-play the zoning commission. They will be aided in reaching their "decision" by photographs of two models of land use and accompanying maps, all produced by third grade children.

Overview:

The Elkhart Community Schools use as basal materials for primary social studies the Our Working World program by Lawrence Senesh and published by SRA. The third grade series, "Cities at Work", contains a set of correlated filmstrips. One of the filmstrips, "The City and Government," was being used as the basis for discussions regarding what governmental authorities must consider in making decisions. As a culminating activity students are to imagine they are members of a city zoning commission confronted with conflicting requests for the use of a vacant lot. Neighborhood residents wish to have the lot become a neighborhood park. A developer wishes to build an apartment on it. As students were considering the decision it became evident that many felt that they needed more information concerning land use in the city and the interrelationships of the various city subsystems. Consequently the class undertook the following project which they felt would help them reach more rational conclusions. They decided to construct two hypothetical models, one of a neighborhood in which the vacant lot could be located and one of a city in which the neighborhood could be located. Miss Bollero developed the following objectives around which the project unfolded.

Objectives:

1. Given the general land use map from the filmstrip "Why Must Cities Plan", students can construct two models; 1) a model of the city depicting land use and major streets, and 2) a model of a neighborhood within the city in which the vacant lot described in the filmstrip "The City and Government" could be located.
2. In the development of the two models, students can utilize appropriate symbols for various land uses.

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3. After constructing the two models, students can identify common elements in each and locate the "vacant lot" in each.
4. In constructing the two models students can differentiate between major land uses in the city and cite logical reasons for location of residential, business, industrial, public service and recreational areas.
5. In constructing the two models, students can comprehend the difference in scale.
6. In constructing the two models students can differentiate between inner city and other residential areas and cite logical reasons for the differences.
7. After constructing the models, students can draw a freehand map of the city, using appropriate symbols to depict land use.
8. After constructing the models, students can evaluate the conflicting requests regarding the use of the vacant lot described in "The City and Government."

Strategies:

1) Materials:

Our Working World, "Cities at Work" series, basal social studies materials "Cities at Work" Filmstrips, "The City and Government" and "Why Must Cities Plan" materials for city and neighborhood models:

cardboard	tempora paint
sugar cubes	glue
soap for carving	yarn
scrap wood	masking tape of varying widths
"Monopoly" houses	landscaping display shrubbery

2) Procedures:

1. The class viewed the filmstrip "The City and Government." After the initial viewing and discussion the strip was available for individual and small group viewing as needed.
2. Two groups of about six students each were formed to construct the city and neighborhood models. They considered the following things in their planning:
 - a) How big will each model be? What should it look like when completed?
 - b) What size should the buildings be?
 - c) What different kinds of city needs should be included? Children suggested hospitals, schools, public buildings, streets and highways, factories, a business district, offices, houses, hotels and motels.
 - d) Which of these needs would be included in the neighborhood model?

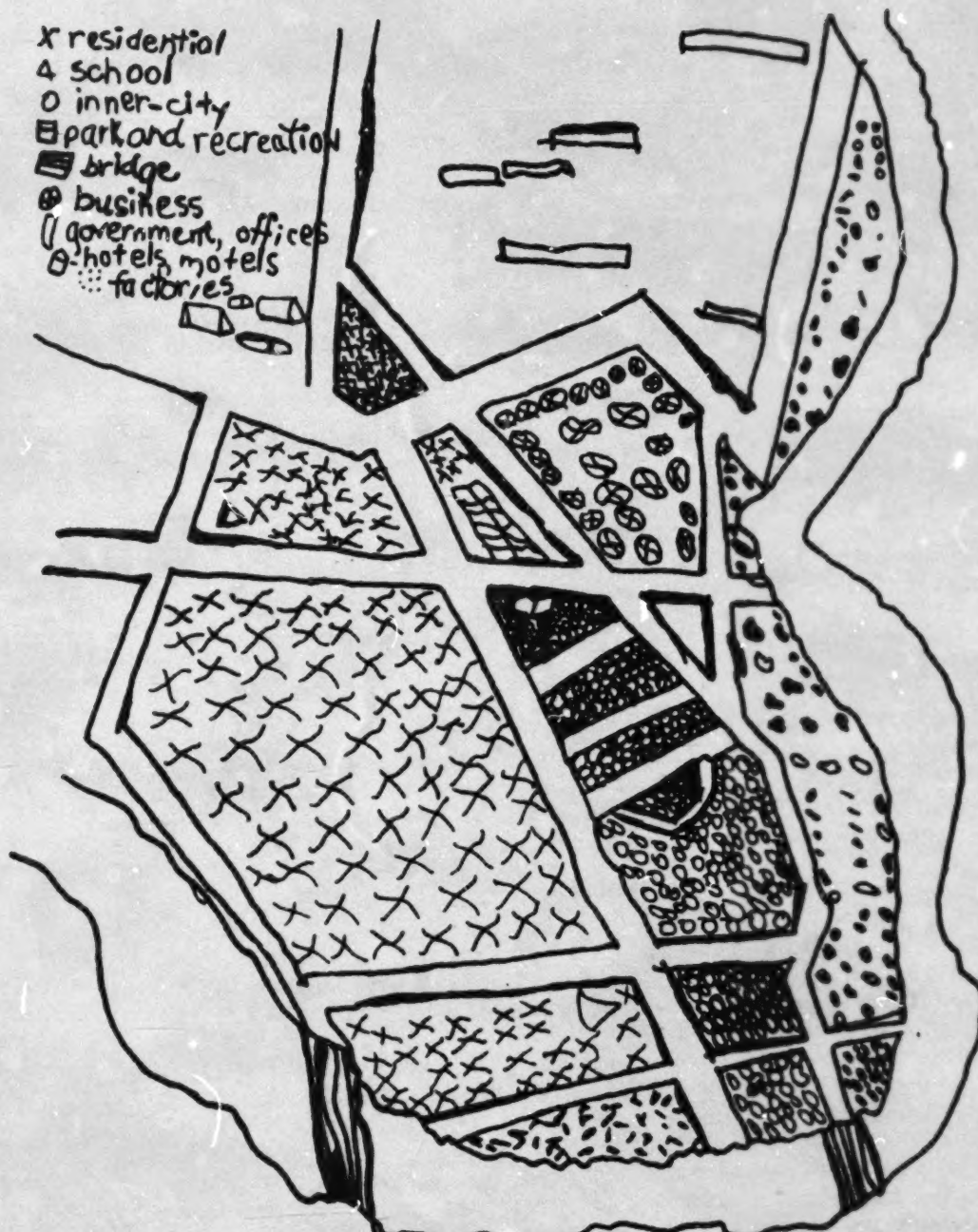
3. The groups then considered the kind of neighborhood and city which was described in the filmstrip, "The City and Government." They decided that the neighborhood was probably in the inner-city because of the kinds and the conditions of the buildings.
4. Each group studied the filmstrip "Why Must Cities Plan" as a basis for planning their models. The land-use map in the filmstrip furnished a basis for the designs.
5. Each group made preliminary sketches of their model on newsprint.
6. Construction of the models then began. Boundaries and main arteries were then laid out on the cardboard base. Areas were painted. After each group decided what its model was to represent, it collected and constructed buildings. Students discussed their placement. Since most were not glued down, they could be re-arranged until members were satisfied they were logically placed. (Photos illustrate completed models.)
7. All students then drew freehand maps of the city using an appropriate key to illustrate land use. Some chose to draw a simplified version while others included more detail, including the neighborhood model. (Samples of these maps are included.)
8. With these maps now available to them, students could discuss more rationally the decision the zoning commission should reach regarding the use of the vacant lot described in the filmstrip "The City and Government."

FOR THE CONVENTION SESSION:

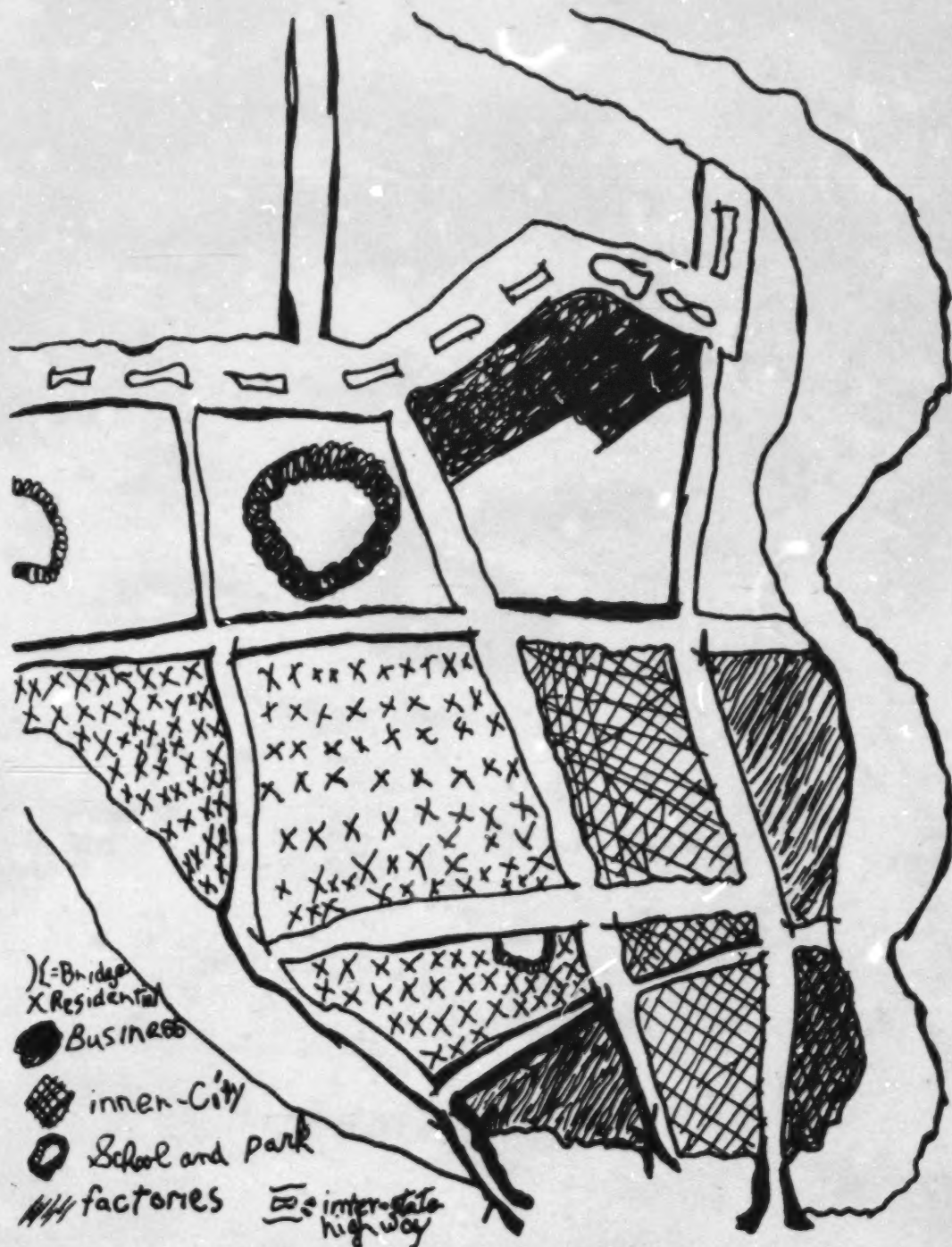
Participants will see the filmstrip "The City and Government." A "zoning commission" will be selected from the audience. Using the information described in the filmstrip, plus the illustrations of the models and the student maps, members of the "commission" will discuss the relative merits of the requests for use of the vacant lot.

Possible extensions of the project:

1. Children can draw separate maps of the city showing each of the major land use areas. The teacher can develop transparency masters of the same for use in discussion.
2. As the models are used in conjunction with later units the children may find inconsistencies in the placement of some of their items. Changes and/or additions can then be made.
3. Children can name the streets depicted in the models. They can then develop street maps to study potential transportation problems and to suggest possible solutions. Simple exercises such as telling the best way to get from one place to another can incorporate the development of the use of cardinal directions.



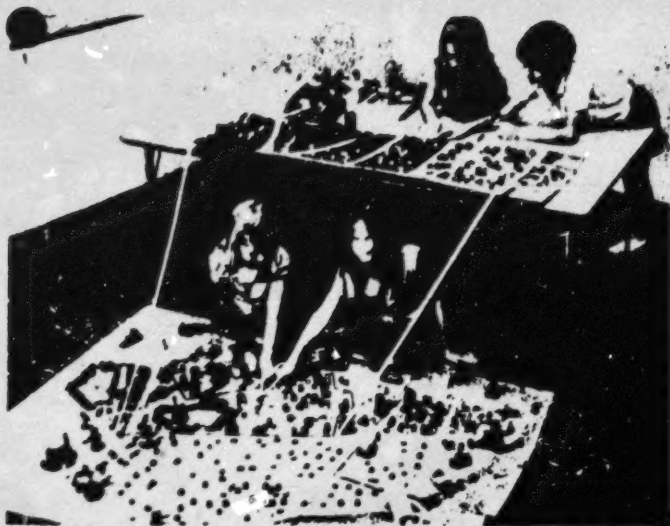
Land Use Map of the Model City. Depicts Neighborhood in Question.
Ability Level of Student: High



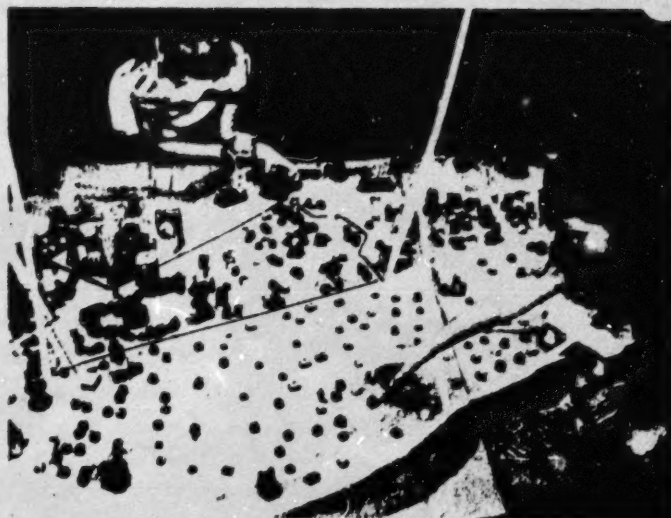
Land Use Map of the Model City. Depicts Major Areas and Arteries.
Ability Level of Student: Average



Land Use Map of the model city. Depicts neighborhood in question. Ability level of student: Low Average.



Third grade students at Riverview School point to the vacant lot under consideration on the city and neighborhood models.



Students place models of different kinds of structures on the model. They understood that these symbolize the kinds of structures to be found in each area and do not stand for individual buildings in most cases.



Class members put finishing touches on the neighborhood model. The area outlined by shrubbery in the center of the model stands for an educational park.



Yarn outlines the boundary of the neighborhood on the city model. Ribbon ties this area with the neighborhood model of a larger scale on the table.